

# HECAT: CHAPTER 2

## GENERAL CURRICULUM INFORMATION

This chapter captures general descriptive information that is needed to understand and review any health education curriculum and make a final curriculum selection. One person can complete the curriculum information and provide the results for others. Although most of this information can be found in the curriculum materials, it might be necessary to contact the publisher, the developer, or a website for information.

### Curriculum Description Analysis Items

1. Name of curriculum: \_\_\_\_\_
2. Year published or developed: \_\_\_\_\_ If applicable, year revised: \_\_\_\_\_
3. Publisher/Developer/Distributor  
 Name: \_\_\_\_\_  
 Contact Person: \_\_\_\_\_ Phone: \_\_\_\_\_  
 Address: \_\_\_\_\_  
 Website: \_\_\_\_\_ Email: \_\_\_\_\_
4. Summarize the overall goals or focus of the curriculum (e.g., tobacco prevention; violence prevention).  
 \_\_\_\_\_  
 \_\_\_\_\_
5. Who is the intended audience?  
☐ General population of students  
☐ Specific subpopulations: If checked, identify the subpopulations: \_\_\_\_\_  
 \_\_\_\_\_

6. What topics does the curriculum address? (Check all that apply)	7. What grade levels does the curriculum address? (Check all that apply)
<input type="checkbox"/> Promoting an alcohol and other drug-free lifestyle <input type="checkbox"/> Promoting healthy eating <input type="checkbox"/> Promoting mental and emotional health <input type="checkbox"/> Promoting personal health and wellness <input type="checkbox"/> Promoting physical activity <input type="checkbox"/> Promoting safety <input type="checkbox"/> Promoting sexual health <input type="checkbox"/> Promoting a tobacco-free lifestyle <input type="checkbox"/> Preventing violence <input type="checkbox"/> Other _____ <input type="checkbox"/> Other _____	<input type="checkbox"/> Pre-Kindergarten <input type="checkbox"/> Kindergarten <input type="checkbox"/> Grade 1 <input type="checkbox"/> Grade 2 <input type="checkbox"/> Grade 3 <input type="checkbox"/> Grade 4 <input type="checkbox"/> Grade 5 <input type="checkbox"/> Grade 6 <input type="checkbox"/> Grade 7 <input type="checkbox"/> Grade 8 <input type="checkbox"/> Grade 9 <input type="checkbox"/> Grade 10 <input type="checkbox"/> Grade 11 <input type="checkbox"/> Grade 12

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8. How many lessons/sessions are in the curriculum? \_\_\_\_\_
9. If appropriate, describe how the lessons are divided by grade level—for example, 10 lessons in Grade 5, 5 lessons in Grade 6—and by health topic, such as 5 lessons on tobacco, 5 lessons on alcohol and other drugs.
- By grade level: \_\_\_\_\_  
\_\_\_\_\_
- By health topic: \_\_\_\_\_  
\_\_\_\_\_
10. Is the curriculum included on a federal agency's list of programs considered to be exemplary, promising, or effective? (See Appendix 2 for Website addresses of federal lists.)
- ☐ Yes      ☐ No
- If yes, which list(s)? \_\_\_\_\_
11. Is the curriculum on the state health education curriculum adoption list? (Consult websites or health education personnel in the school district and state to determine if such a list exists in the state and if the curriculum is on that list.)
- ☐ Yes      ☐ No      ☐ NA
12. According to the developer, does the curriculum match national or state health education standards or frameworks?
- ☐ Yes      ☐ No
- If yes, which standards or frameworks? \_\_\_\_\_
13. Does the developer indicate that the curriculum is based on a specific health behavior theory or theories?
- ☐ Yes
- If yes, which theory or theories?
- \_\_\_\_\_
- ☐ No
- If no, does the developer identify another model or framework as a basis for the curriculum?
- ☐ Yes      ☐ No
- If yes, on what model or framework is the content based?
- \_\_\_\_\_

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14. If the curriculum is being considered for purchase with federal funds, identify the federal agency and if the curriculum is compliant with relevant federal requirements. If not being considered for purchase with federal funds, proceed to #16. (Note: It might not be possible to complete this information without a more thorough curriculum review.)

- ☐ U.S. Department of Education, Safe and Drug Free Schools— If checked, does the curriculum comply with the Office of Safe and Drug-free Schools' *Principles of Effectiveness*?  
☐ Yes ☐ No
- ☐ U.S. Department of Health and Human Services, Administration for Children and Families: Title V Section 510 Abstinence Education—If checked, does the curriculum comply with the legislative requirements of Section 510 (b)(2) for abstinence (A–H statements)?  
☐ Yes ☐ No
- ☐ U.S. Department of Health and Human Services, Center for Disease Control and Prevention, HIV Prevention—If checked, does the curriculum comply with the *HIV Content Guidelines for AIDS-Related Materials, Pictorials, Audiovisuals, Questionnaires, Survey Instruments, Marketing, Advertising and Website Materials, and Educational Sessions in CDC School-Based Assistance Programs*? (Applies only to CDC-funded state or local education agencies)  
☐ Yes ☐ No
- ☐ Other? (Name of Federal Program) \_\_\_\_\_  
If checked, does the curriculum meet appropriate federal requirements related to curriculum purchase with these federal funds?  
☐ Yes ☐ No

If "Other" Federal Program is listed, what is the relevant requirement related to curriculum purchase?

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15. Is professional development or training required by the developer to purchase or use curriculum materials?

☐ Yes ☐ No

If yes, what is the required length of training? \_\_\_\_\_ hours. (Note the required training costs in Chapter 4 - *Affordability Analysis*, item #3).

16. Does professional development or training appear necessary to implement the curriculum effectively?

☐ Yes ☐ No

If yes, who is available to provide this professional development/training?

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17. Does the curriculum provide strategies for integrating content from other academic subjects into health education lessons?

☐ Yes ☐ No

If yes, which subjects are integrated in health education?

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18. What guidance does the curriculum provide to notify parents and families about the curriculum or content of instruction?
- ☐ None
  - ☐ General guidance for teachers
  - ☐ Specific examples: sample letters, sample text for teacher or school newsletter
  - ☐ Other (describe) \_\_\_\_\_
19. What guidance is provided to help teachers handle sensitive or controversial content issues?
- ☐ None
  - ☐ Brief and general guidance for school personnel and teachers
  - ☐ Specific and detailed guidance such as background information, sample text for teacher, additional resources, supplemental materials for students or parents
  - ☐ Other (describe) \_\_\_\_\_
20. What materials, tools, technology, and resources are included?

What materials are included in the curriculum?	What types of technology are used in the curriculum?	What other supports and services are provided by the publisher/developer as part of the curriculum purchase?
<input type="checkbox"/> Lesson plans <input type="checkbox"/> Student textbooks <input type="checkbox"/> Teaching aids, such as teaching posters or transparency masters <input type="checkbox"/> Storyboards or bulletin board sets <input type="checkbox"/> Sets or individual copies of student worksheets <input type="checkbox"/> Reference and research materials <input type="checkbox"/> Simulation activities <input type="checkbox"/> Student assessment tools <input type="checkbox"/> Homework assignments <input type="checkbox"/> Learning materials for use by parents or caregivers and families <input type="checkbox"/> Ideas for community service experiences <input type="checkbox"/> Ideas for field trips <input type="checkbox"/> Other (list) _____ _____ _____	<input type="checkbox"/> Visuals, such as slides and transparencies <input type="checkbox"/> Audio cassette(s) <input type="checkbox"/> Videotape(s)/DVD(s) <input type="checkbox"/> CD-ROM(s) <input type="checkbox"/> Internet <input type="checkbox"/> Fitness/health assessment devices, such as heart rate monitors, pedometers, and spirometers <input type="checkbox"/> Cameras <input type="checkbox"/> Other (list) _____ _____ _____ _____	<input type="checkbox"/> Curriculum updates for teachers on a website or through newsletters <input type="checkbox"/> Professional development available through website <input type="checkbox"/> Activities and resources for parents and families available through website <input type="checkbox"/> Web page templates to help school districts or schools create their own health education web page <input type="checkbox"/> Free/no charge professional development <input type="checkbox"/> Other (list) _____ _____ _____ _____ _____